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ABSTRACT

This practicum addressed the expressed need to improve the knowledge and expertise of the teaching staff employed at a child-parent center, which served 170 preschool and kindergarten children attending classes in an elementary school in an economically depressed community. Specifically, the in-service intervention aimed to improve staff competence by providing exposure, stimulation, knowledge, and training relative to learning theories, developmental stages, needs, curriculum, and strategies for 3- and 4-year-olds. Descriptive material in Chapter I establishes the situation and context of the intervention. Chapter II describes, documents, and analyzes the problem and presents a review of the related literature. Chapter III describes anticipated outcomes and evaluation instruments used to assess effectiveness. Chapter IV presents, among alternatives, the intervention strategy selected, while Chapter V presents results, conclusions, and recommendations. Of the teaching staff who participated in the training sessions, 100 percent attended all sessions, 83 percent increased their knowledge of child growth and development, and 100 percent recommended that the in-service training sessions continue on an ongoing basis. (RH)

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Child Growth and Development
In-Service Training
for
Teaching Staff at a Child-Parent Center

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N O V A U N I V E R S I T Y

Child Growth and Development
In-Service Training
for
Teaching Staff at a Child-Parent Center

by

Vivian D. Hudson

Cluster XIV

A Practicum Report Presented to the Ed. D. Program
In Early Childhood
In Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1986

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ABSTRACT

Providing In-service Training in Child Growth and Development for Teaching Staff at a Child-Parent Center. Hudson, Vivian D., 1986: Practicum Report, Nova University Ed. D. Program in Early Childhood. Descriptors: Child Development; Childhood Needs; Cognitive Development; Early Childhood Education; Developmental Stages; In-service Teacher Education; Learning Theories; Preschool Children; Preschool Education; Preschool Teacher Education; Teacher Education; Young Children.

With the nation's interest in expanding and upgrading preprimary education, there is a growing need for effective and knowledgeable preschool staff. This practicum addressed the expressed need to improve the knowledge and expertise of the teaching staff of a Child-Parent Center in the area of Early Childhood Education.

The writer's goal was to provide in-service training sessions in Early Childhood Education through workshops, field trips, and on-site visitations for the teaching staff of the Child-Parent Center. The objective was to improve staff competence by providing exposure, stimulation, knowledge and training relative to learning theories, developmental stages, needs, curriculum and strategies for three and four-year-olds.

Of the teaching staff who participated in the in-service training sessions, 100% attended all sessions, 83% increased their knowledge of child growth and development; and 100% recommended that the in-service training sessions continue on an ongoing basis.

CHAPTER I
INTRODUCTION

A. Description of Community, Including Economic and Geographic Factors:

A child-parent center was selected as the site to implement an in-service training program designed to improve its staff. The child-parent center is located in an urban community on the west side of a large metropolitan city. The community's boundaries include five square miles.

The residential population of the community is 62,000. Its racial composition is 96% Black, 3% Hispanic, and 1% White. The median age of its residents is 22.3 years. Its population is considered highly transient; residents reside there an average of only three to four years.

The community is economically depressed, and such is clearly evident by its blighted appearance. There exist debilitated dwellings, boarded-up business establishments, debris-filled vacant lots, and a scattering of old abandoned cars.

A recent census indicated the following in regard to this community's economic status: More than 60% of its families are headed by a single parent, usually the

mother. Over one-fifth of its labor force is unemployed. From \$9,902 to \$16,409 is the range of its median family income, placing most of its families well below the government-established poverty index. It is among the ten poorest communities in the city.

In the community, there are several educational institutions. While a few are private and usually religious in orientation, the majority (18) are public and fall under the auspices of the city's board of education. Included are one industrial skill center, one trade school, one secondary school, and fifteen elementary schools, four with child-parent centers.

B. Work Setting

The child-parent center of this practicum is housed in an elementary school. The school has a 1,465 student population (99.7% Black and .3% Hispanic), ranging in grades from preschool to eighth. Out of that general population, 170 are preschool to kindergarten students who are serviced by the child-parent center.

Five classrooms are located in the center; four preschool classes (two for three-year-olds and two for four-year-olds) and one kindergarten class (for five-year-olds). Each classroom has two sessions: 9:00

to 11:30 (morning) and 12:00 to 2:30 (afternoon). Per session, the preschool classes average eighteen students, and the kindergarten class averages 22 students.

The center employs a staff consisting of one head teacher, five classroom teachers, three teacher assistants, one parent-resource teacher, one school community representative, and one school clerk. Each staff member is certified and experienced in a particular field, but few are certified and/or experienced in Early Childhood Education. All are a part of the general school staff and, therefore, under the administration of the principal.

The center's thrust is to assist the educationally disadvantaged child by encouraging academic readiness in the areas of reading, math, language, and logical thinking. The emphasis is on encouraging readiness through exploration, socialization, play, and parental involvement. The educational approaches and instructional materials utilized in the center are selected, developed, and/or purchased by the staff, in cooperation with the Parent Advisory Council.

C. The Writer's Role and Responsibilities

The writer has been employed by the city's board of education for twelve years. The last four years have been spent at the child-parent center as a classroom teacher for preschoolers. The writer's responsibilities as classroom teacher include:

1. Instructing students in school curriculum
2. Maintaining student records
3. Providing a daily spot health check of students
4. Assessing students' performance
5. Selecting educational materials
6. Inservicing parents on classroom procedures
7. Providing educational assistance to parents when needed
8. Evaluating students' progress

CHAPTER II

STUDY OF THE PROBLEM

A. Description of the Problem Situation:

In the early 1980's, the National Commission on Excellence in Education published a report entitled, "A Nation at Risk," which condemned American public schools for weakening the nation by failing to adequately educate youth to successfully perform in the world of work, as well as compete with educated students abroad. The report, along with declining test scores, has led to citizen outcry for improved public schools. To address this problem, over 250 task forces have been commissioned to examine selected schools to:

- (a) determine procedures and policies seemingly detrimental to students' academic performance, and
- (b) make recommendations to alleviate detriments and, thereby, improve performance.

Although emphasis has varied from task force to task force, and findings have sometimes conflicted, on the whole, the diverse reports have suggested a few common recommendations for educational improvement. High on the list of their priorities has been "assurance of teacher competence."

The public school system which employs this writer has implemented policies and procedures such as examinations, certification credentials, and efficiency ratings, in an attempt to assure teacher competence. Although the policies and procedures have helped greatly, other factors have come into play which, to some extent, result in incompetence. For example, one reason for incompetence is the placement procedure of the board of education, where preference is given to seniority over expertise. Also, a preponderance of teaching personnel - administrators, teachers, and teacher assistants - assigned to child-parent centers are qualified and experienced, yet they lack sufficient knowledge and expertise relative to developmental stages and educational needs of preschoolers. Because of this lack, the personnel fail to implement effective and appropriate instructional strategies and programs based upon valid child developmental theories. They also often express bewilderment and frustration in respect to utilizing play as the primary vehicle for development of cognitive skills in preschoolers.

B. Documentation of the Problem:

In November, 1984, a survey at the selected child-parent center was conducted to determine the

background of the teaching staff (5 teachers and 3 teacher assistants), and their feelings concerning employment at the Early Childhood level (see Appendix A). The survey yielded valuable information regarding both the teachers and their assistants.

In regard to the teachers, their bachelor's degrees included one in Early Childhood Education, two in Primary Education, and two in Special Education. Two teachers held master's degrees; one in Mathematics and the other in Art. All had taught five to ten years in the system before being assigned to the center, and all had been employed in the center for over three years. Four lacked confidence, as well as felt bewilderment and frustration, in the child-parent setting. Three indicated a need to further develop skills and obtain knowledge in Early Childhood. All five teachers expressed a desire to participate in in-service training on Child Growth and Development.

The survey revealed that the assistants all held high school diplomas, and one had a year of college experience in Early Childhood Education. All were certified in their fields. Two had been employed in the system for thirteen years, and one for fourteen years; all had been employed at the center for at least

ten years. All expressed a lack of knowledge in Early Childhood Education and, therefore, felt deficient in assisting students and teachers at the center. All three assistants desired to participate in in-service training on Child Growth and Development.

C. Analysis of the Problem:

To be hired as teaching personnel for the city's board of education, one must meet specific standards. Prospective teachers must: (a) possess a bachelor's degree in Education from a certified college or university, and (b) pass a teacher proficiency test. Prospective teacher assistants must (a) possess at least a diploma from a recognized high school, and (b) pass a civil service examination. Once hired, placement is determined by the following:

(a) board policies and procedures, (b) union/board agreements protecting the rights of teachers, and (c) qualifications of prospective teaching personnel. Unintentionally, placement procedures have resulted in several teachers and assistants, qualified and experienced, being placed into child-parent center positions for which they are not adequately qualified.

In child-parent centers, efforts have been made to assure competence. Two circumstances which are

difficult to remedy have led to personnel incompetence. First, some in authority at the board suggest that personnel in child-parent centers be certified or endorsed in Early Childhood Education. However, the union, having the teachers' best interests in mind, prevents implementation of this suggestion, arguing that it would place a financial burden on those certified personnel already employed at the centers by coercing them to return to school. Thus, several personnel of child-parent centers remain inadequate in Early Childhood Education and yet maintain their positions.

Second, when positions are available at given centers, the board desires to employ Early Childhood majors, but is prevented by the union in respect to seniority rights of personnel. The problem arises because Early Childhood Education, with emphasis at the pre-primary level, is a relatively recent major in comparison to other educational fields; thus, those holding this degree usually have less seniority, and are often omitted in favor of those having the least expertise for the Early Childhood positions.

To assure the competence of teachers employed in child-parent centers, it seems urgent that there be

implemented an acceptable approach to diminish inadequacies.

D. Review of Literature:

Certain aspects of the literature answer pertinent questions which provide necessary foundation and background to better understand and value this practicum.

Moten (1981) discusses the inadequacies of teacher education programs and staff development efforts brought on by rapid changes required of educational institutions; she concluded that on-site in-service training programs would offer the quickest, simplest, and least expensive method for disseminating current valuable knowledge to personnel on-staff. Katz (1982) emphasized that in-service training, more than any other formal method of teacher education, could be effectively tailored to address frequently-cited hinderances to program improvement, for example: (1) role ambiguity resulting from diversity of training arrangements and employee setting; (2) training deficiencies, an outcome of limited and/or sporadic workshops and courses, and; (3) variable program goals emerging from divergent focuses of persons and groups having interest in the education of preschoolers.

Parekh (1982), focusing on teacher competence, proposes that teacher inservicing training would pinpoint and remove defects, foster continuous growth, introduce the newest and latest ideas in educational thought and practices, and bring personnel together to consider common problems.

What should be the major components of an in-service training program? Many authorities believe that training in Early Childhood Education should include the following major components:

- (1) theories of child development
- (2) primary and secondary needs which can be addressed by the school
- (3) establishment of an effectual curriculum
- (4) selection of the most appropriate teaching strategy

1. Theories of Learning:

The trainee should be exposed to at least four major learning theories relative to the young child. They are: (a) the Maturation Theory promoted by Arnold Gesell which states that a child should not be instructed on concepts before reaching a maturational level that assumes biological readiness for learning; (b) the

Psychosocial Theory, proposed mainly by Erik Erikson, which focuses on the individual differences in a child resulting from environmental and child-rearing experience, where major crises or training points produce a potential for growth through learning; (c) the Behavioral Theory proposed by B. F. Skinner, which concentrates on the ability of a child to best learn through behavior modification relying on reinforcement; (d) Piaget's Cognitive Developmental Theory, which assumes knowledge is external and, therefore, must be acquired by a child through interaction with his environment, which produces interest and effort required for learning (Charles, 1974; Gardner, 1982, chap. 2, p. 83; Schickedanz, 1982, chap. 3).

2. Primary and Secondary Needs:

Because the purpose of Early Childhood Education is to assist parents in nurturing the child toward becoming a well-rounded individual, the in-service training program must address particular primary and secondary needs of the child. The major primary needs should include developing security, self-esteem, independence,

and learning experiences; while the major secondary needs should involve providing attention, affection, stimulation, novelty, and choices (Katz, 1976, chap. 8).

3. An Effective Curriculum:

An in-service program must direct considerable attention to how best to plan an effective curriculum. In planning, the focus must be threefold on: (a) providing a context in which the needs and characteristics of each child are met; (b) integrating plans that incorporate long-term goals to develop readiness in areas of art, music, drama, math, science, language arts, health and safety, (c) considering the uniqueness of each individual through offering flexibility and variety, so as to easily be modified and shaped by the child's level of maturation and ability to perceive the learning experiences (Craft, Hess, 1985).

4. Best Teaching Strategy:

There are various productive teaching strategies, like rote, role modeling, problem-solving and game play, all of which must be addressed in in-service training. However, the

strategy to emphasize at the Early Childhood level is play; for it, alone, is a child's way of experiencing the joy of learning. In play, the child learns through involvement, doing, understanding, and memorizing, to be independent, self-motivated, and explorative in learning (Day, 1975, p. 2).

To insure the fruitfulness of any given in-service training program, some authorities suggest that a training model be instituted and followed. Some models are general, reflecting all in-service training programs designed to aid teachers; others are particular, focusing mainly on training teachers at the pre-primary level.

The basic ingredients for a general in-service training program are well-capsulated in the model recommended by Parekh (1982). This model includes preparation for planning, implementation, and evaluating, with emphasis on the following:

- (1) there needs to be a set of guidelines for planning which clearly lists the objectives and goals, rights and involvement of all participants, as well as the nature and scope of the training program;

- (2) preparation for implementation must involved the place and time, along with the medium, materials, speakers, and physical facilities;
- (3) required are pre and post-measures of evaluation, where the pre-evaluation identifies difficulties/possibilities and the post-evaluation identifies gains.

Particular to the primary setting are two in-service training models recommended by Katz (1983), who is prominent in the field of Early Childhood Education. She recommends that, in a pre-primary school, either of two models - "Advisory Approach" or "Enabler Approach" - be employed with the selection of use being dependent upon purpose of training and allocation of time. She explains that the Advisory Approach is a long-range model, stipulating that an advisor be assigned for two years to a new teacher; the advisor has no inspection or sanctioning authority, limiting the role to that solely of providing support and encouragement. The other, the Enabler Model, she explains, is short-range. This model stresses an initiation phase and a final phase. During the initiation, the enabler

(represented by one or more persons) is expected to meet with the trainee(s) and act as facilitator, encouraging discussion of purposes and goals. During the final phase, the enabler's role is to provide support for smooth transition, leading to effective operation of a given program.

Wade (1985) reports that in-service training has, indeed, been a useful vehicle for improving teacher performance; for, again and again, teachers informed him that they have been helped to more effectively organize their classrooms, control their students, choose appropriate materials, and assist students in learning. In support, the data he has collected indicates conclusively that, through in-service training, (a) attempts to increase teachers' training are highly effective, and (b) attempts to change their misbehavior/misinformation in order to elicit positive reactions are moderately effective.

Similar positive outcomes have been recounted by others, providing substantial objective data to support the position that in-service training can make a favorable impact on teacher performance. Some of such data are cited below:

Moore (1979) praises an in-service program designed to assist teaching staff and parents involved in a Title I 1975-1976 program. She specified that the training improved quality in at least three ways: (a) Parental involvement increased from 37% to 71%, (b) 57% to 60% of the student recipients met or exceeded program objectives, and (c) teachers improved in ability to organize classes, maintain discipline, and teach effectively.

Hill (1981) instituted an in-service program to improve teaching skills of those who, in order to meet federal integration guidelines, were given kindergarten assignments for which they were not certified. The major objective of the in-service program was to train the teachers to properly expose students to a comprehensive Early Childhood curriculum. The in-service training provided (a) group workshops, such as study sessions and seminars, as well as (b) individual on-site consultation/demonstration, such as planning and analysis of instructional strategies. The students of the participating teachers were tested

periodically and the results indicated that 70% improved significantly in reading and math.

Fiechtl (1981) implemented a six-week field-based in-service training program to update the teaching skills of Head Start, Preschool, and Day Care professionals (73 subjects in all) working with young children. Comparison of pre and post-evaluative data revealed, (a) 79% of the professionals demonstrated sufficient knowledge gain, and (b) 60% of the students showed improvement, as opposed to only 23% prior to the in-service.

Horton (1981) reported on an Urban Observatory outreach in-service training program which involved kindergarten teachers in a public school system. The evaluative data suggested that teachers, as a result of training, believed and demonstrated more awareness of potential communication problems, learned more effective classroom techniques and activities to enhance student learning and development (especially in regard to speech and language stimulation), and more willingly implemented strategies to involve students' parents.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. Goals and Expectations:

The goal of this practicum was to present an in-service training program on Early Childhood Education to the teaching staff at a selected child-parent center. It was anticipated that this program would improve staff competence by providing exposure, stimulation, knowledge, and training relative to learning theories, developmental stages, needs, curriculum, and strategies geared toward three and four-year-olds.

B. Terminal Performance Objectives:

At the end of the three-month in-service training program, the participating staff were expected to demonstrate the following with 70% accuracy:

1. The participants were to cite the focal point of three prominent Early Childhood theories - Piaget, Skinner and Erikson - and explain in one sentence each theory relative to how preschoolers learn.

Assessment: Questionnaire (Inservice Evaluation of Child Growth and Development Workshops).

2. Participants were to simulate a parent/teacher conference where the acting teacher explains to the acting parent what can be realistically expected of a three year old son relative to his developmental stages and needs.

Assessment: Checklist II (Developmental Stages and Needs).

3. The participants were to address this hypothetical situation: You have been selected as the program director of a child-parent center, and you are requested to submit curriculum goals and objectives. List one goal and three objectives you hope to accomplish.

Assessment: Questionnaire (Inservice Evaluation of Child Growth and Development Workshop).

4. The participants were to employ teaching strategies and materials in the classroom which capture the preschoolers' attention, as well as enable them to interact effectively with their environment.

Assessment: Checklist Ia and Ib (Good Learning Environment).

C. Mechanism for Recording Unexpected Events:

To record unexpected events, the participants were to maintain a log during the practicum period. The log was to include times and dates, interesting dates, cause and outcome.

D. Evaluation Instruments:

Three evaluational instruments were to be employed:

- (1) Survey: This instrument was designed to supply information as to participants' background, feelings, and interest relative to their roles as educators in a preschool setting (Appendix A).
- (2) Questionnaire I: This instrument was to be utilized to identify the participants' feelings with regard to the in-service training program, its components, goals and objectives, and recommendations (Appendix B).
- (3) Questionnaire II: This instrument was to be utilized to identify the participants' feelings with regard to each in-service session, its goals and objectives, materials utilized, speakers' preparation and presentation, and comments (Appendix E).

- (4) Checklists Ia, Ib, and II: Utilizing "Yes" and "No" responses, these instruments would indicate whether the participants were able to apply in their classroom and in a hypothetical situation that which was presented to them during the in-service training program (Appendices C and D).

The Survey and Checklist Ia were to be administered as a pre-measure, while the questionnaires and Checklists Ib and II were to be post-measure. The results from the instruments were to be tallied and analyzed to determine the effectiveness of the in-service training program.

CHAPTER IV
SOLUTION STRATEGY

A. Discussion and Evaluation of Possible Solutions:

To assist employed preschool educators in achieving a higher level of competence, there appeared four major solutions which have been proposed by administrators at some time or another. Each solution, however, has its shortcomings.

One of the first solutions was to employ personnel having expertise in Early Childhood, with emphasis on preschool education. This solution was not implemented because the union's guidelines stipulate that seniority rights of teachers must be respected, giving preference to those teachers who held a kindergarten-primary degree over that of Early Childhood.

Another solution was for the city's board of education to mandate that the teaching staff at child-parent centers go through an intensive training program leading to a Child Development Associate Certificate (C.D.A.). This mandate was prevented from being implemented by the union. The union claimed that it would have placed a financial burden on personnel who were already certified.

Still another was to have staff take college courses in Child Development. The thrust of the argument excluding such a solution was that taking courses would place personnel under financial and time constraints.

A final solution was to have the staff review appropriate materials (curriculum, textbooks, journals, and reports) on Early Childhood Education. However, with this solution, difficulties would arise in monitoring staff misconceptions and in measuring competence or growth.

B. Description of and Justification for Solution Selected.

To assist employed preschool educators in achieving a higher level of competence, this writer proposed to implement an in-service training program. The program would consist of eleven in-service sessions on Child Growth and Development, covering topics pertinent to the staff at one child-parent center.

The in-service training program seemed the best solution because it did not have the same shortcomings as the other solutions. It did not violate union/board employment guidelines; it did not place undue financial

or time constraints on personnel, and it allowed monitoring of misconceptions and competence.

The in-service training program took place on the preschool premises and during extended preparation time. Thus, the teachers and teacher assistants found it easy to attend all sessions.

The guest speakers, films, surveys, observational checklists and questionnaires provided necessary information, focusing especially on the needs of the staff. The discussions, activities, field trips, and situational strategies provided training in proper implementation.

C. Report of Action Taken:

Before implementing this practicum, the writer, along with the principal and head teacher of the center, reviewed and discussed the proposal, results of the survey, and tentative scheduling for the in-service training program.

At this point, it was thought more beneficial to add a pre-checklist along with the already-developed post-checklist. A comparison of the two checklists would yield a more decipherable measure of the staff growth.

Implementation of this practicum began in May, 1985. Three components were utilized in its implementation: (1) instructional workshops; (2) field trips, and; (3) on-site visitations. These made up a total of thirteen sessions.

After each workshop and field trip, the participants evaluated the effectiveness of the sessions (Appendix B).

There were nine instructional workshops presented by Early Childhood Specialists. The workshops addressed child growth and development topics based upon current learning theories, developmental stages, needs, curriculum, and teacher strategies for three and four-year-olds.

There were field trips taken to three other preschool programs; one large city's university preschool, one Montessori preschool, and one child-parent center preschool, under the auspices of the city's board of education. These field trips allowed the staff to view functions, organization, and teaching techniques of other preschool programs.

There were on-site visitations made by the writer to each participating staff's classroom. The purpose of the observations was to determine how well

information shared during the in-service sessions was actually being implemented in each classroom.

Each workshop lasted one and one-half hours; from 8:30 to 10:30 a. m., periodically during the month for three months. Each field trip was taken during a half-day session, lasting from 9:00 a. m. to 12:00 noon, and each of the eight participants attended all workshops and field trips.

During the first in-service training workshop, a syllabus was given to each participant, including the topics and dates for each session. The purposes, goals, and overview for each workshop were identified and discussed.

In the second in-service session, an overview of B. F. Skinner's Behavioral Theory was discussed. Emphasis was placed in comparing and contrasting classical and operant conditioning, and also the positive and/or negative behavioral aspects of such conditioning on the preschool child.

The third session began with a review of B. F. Skinner's Behavioral Theory. Afterwards, there was a discussion on Gesell's Maturational Theory, pointing out the importance of biological readiness and genetic endowment. The participants then discussed briefly the

differences between Skinner's theory and Gesell's theory.

In the fourth session, the film entitled, Cognitive Development, by McGraw-Hill, was viewed. It introduced Piaget's four stages of cognitive development and compared Piaget's theory with that of a behavioral theory.

Following the film, a guest speaker discussed the Piagetian theory as it applied to the preschool child. The discussion covered the four stages of cognitive development, emphasizing the pre-operational stage. Included was information on materials and curriculum which could be utilized in a Piagetian classroom. A question and answer period followed. The group then focused on comparing and contrasting theories discussed in the previous sessions.

After the session, several members approached the writer and expressed a desire for information on Marie Montessori's theory and technique with reference to preschoolers. The writer then met with appropriate personnel and made necessary arrangements to extend the program to include information on Marie Montessori's theory and technique.

In the fifth session, two teacher assistants and two teachers volunteered to participate in a panel discussion. Each volunteer was given one theorist and

ten minutes to present their viewpoint. A high level of interaction regarding focal points of the theorists resulted after the presentations.

The sixth session consisted of a lecture on Erik Erickson's psychosocial view of child development, which includes eight stages of development, with emphasis placed on Autonomy vs Shame, and Initiative vs Guilt. Following the lecture, parts of the film entitled, "Everybody Rides the Carousel," by John Hobley was viewed, which highlighted two of the eight stages pertaining to the preschool age child; the participants were led in a discussion comparing Erikson's theory to Piaget's theory, and they were asked to give examples of how each theory could be used in the classroom.

The seventh session was a film and discussion of Marie Montessori's view relative to the cognitive development of preschoolers. The film was entitled, "Montessori: An Introduction for Parents," by David Peeler Productions. The film gave a concrete image of a Montessori classroom, explained the core areas of Montessori teaching techniques, and visualized several classrooms, demonstrating numerous Montessori exercises. Afterwards, there was a discussion on

Montessori's theory compared to the other theories viewed during the in-service training program.

The eighth session was longer than previous ones. It was held during a district half-day in-service from 9:00 a. m. to 12:00 noon. The participants met at one of the city's large university's demonstration preschool, where the curriculum is based upon the Piagetian philosophy. Observations were made in five classrooms and, afterwards, a film was viewed on the university's preschool philosophy. Then, there was a thirty-minute sharing session.

The ninth session was a half-day in-service field trip to a local Montessori preschool, where the owner discussed Marie Montessori's philosophy. She emphasized pertinent aspects of the philosophy, such as discipline, structure, and tactile experiences.

Afterwards, the participants observed three teachers interacting with their preschool students. At the close of the field trip, two questions were asked of the participants:

- (1) "Can some of the concepts introduced be effectively utilized in your preschool center?"

(2) "What were the positive aspects of the philosophy?"

The writer emphasized to the participants that an effective Montessori program is facilitated by Montessori-trained staff.

The tenth session was also a half-day in-service field trip to a local child-parent center. A prominent authority on Black Child Development gave a lecture on "Developing Positive Self-Images and Discipline in Black Children."

Afterwards, the teachers and teacher assistants were paired according to the ages of their students for further discussion on how best to build a positive self-image in their students. Following the discussion, the participants were given a tour of the facility, emphasizing its organizational structure.

The eleventh in-service session was held at the writer's work setting. A coordinator of a coed university day care center lectured on the developmental stages and needs of the three and four-year-old child. She focused on the importance of using age-appropriate activities and materials with preschoolers.

The twelfth session was presented by an educational specialist. She discussed the organization of a preschool classroom, emphasizing learning centers and age-appropriate activities. Further, she assisted staff in matching developmental stages with appropriate preschool activities.

At the conclusion of the instructional in-service session and field trip, the writer then arranged for appointments with the staff to implement the final component of the in-service training program; on-site visitation. The purpose of the on-site visitation was to observe how much of the information shared and gleaned by the participants was actually utilized in the classroom.

To culminate the implementation phase of this practicum, the writer invited the principal and head teacher to attend the wrap-up session. Each participant was presented with a certificate of attendance by the principal and a small gift from the head teacher. Both mementos were provided by the writer. At the close of the session, the participants were given the final questionnaire to evaluate the effectiveness of the total in-service training program.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

A. Results:

The goal of this practicum was to present to the teaching staff of a child-parent center an in-service training program designed to improve their competence relative to knowledge in child development. The training program provided exposure, stimulation, knowledge, and training in learning theories, developmental stages, needs, curriculum, and learning strategies for three and four-year-olds.

Four objectives were established to accomplish this goal:

Objective 1: 70% of the participating staff will be able to cite the focal point of three prominent Early Childhood theories - Piaget, Skinner and Erikson - and explain in one sentence each theory relative to how preschoolers learn.

A questionnaire was utilized. Its results indicated that seven out of eight participants demonstrated basic knowledge of

both the focal point and how preschoolers learn.

Objective 1 was met with 87.5% accuracy; thus, the objective was accomplished in excess of the projected percentage (Appendix B).

Objective 2: 70% of the participating staff involved in the simulated parent/teacher conference will be able to explain the developmental stages and needs of three-year-olds.

The instrument utilized was a checklist labeled Checklist II. The results showed that the participants demonstrated basic knowledge relative to developmental stages and needs of three-year-olds.

Objective 2 was met with 92% accuracy and, therefore, the objective was accomplished in excess of the projected percentage (Appendix D).

Objective 3: 70% of the staff participating, given a hypothetical situation in the role of director, will be able

to list one goal and three objectives relevant to a preschool curriculum.

A questionnaire was utilized. It showed: (1) that two out of eight were able to cite the goals for the program, but not the objectives, and; (2) that six out of eight were able to cite both; thus, the six out of eight participants demonstrated basic knowledge of the curriculum goals and objectives relevant to a preschool curriculum.

Objective 3 was met with 75% accuracy, which was 5% above the projected percentage (Appendix B).

Objective 4: 70% of teachers involved in the in-service training program will be able to employ teaching strategies, organizational management techniques, and materials which reflect an environment conducive for preschoolers.

The instrument utilized was a pre and post-checklist labeled Checklist Ia and Ib.

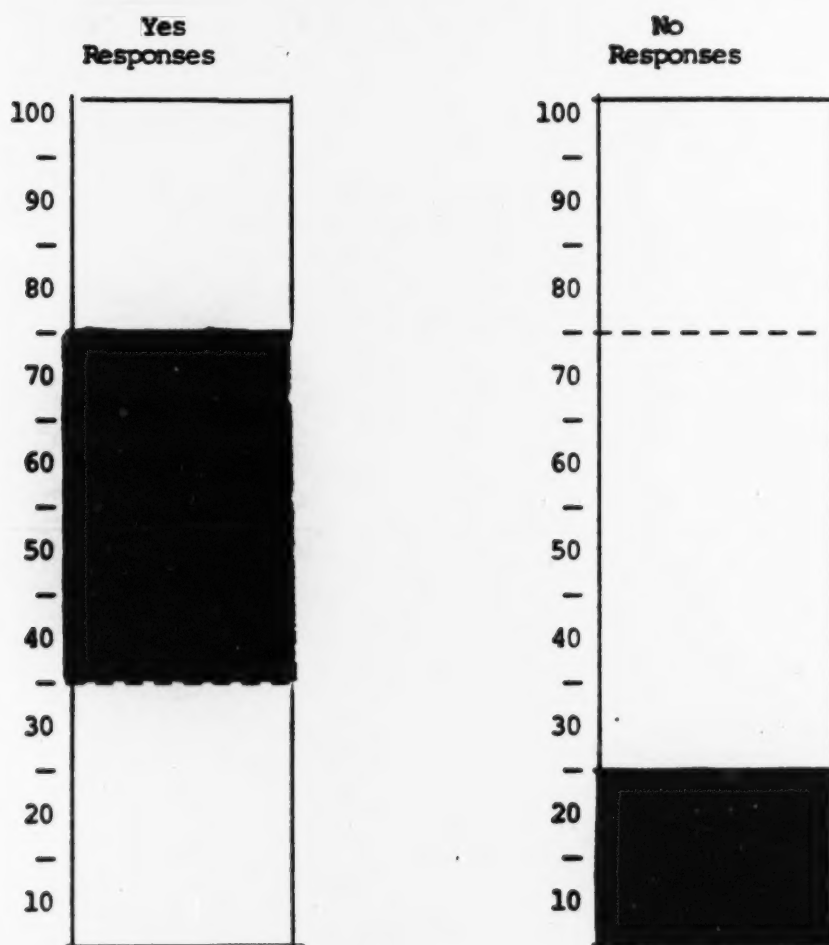
The results indicated that the teachers involved in the training program not only grasped information during the sessions, but also implemented knowledge introduced and observed during the in-service training program. This was evident by the comparison of the pre and post-checklists.

Objective 4 was met with 75% accuracy; thus, the objective was accomplished slightly beyond the writer's expectation. In addition, as indicated by Figure 1, which reflects the results of the pre and post-checklists, there was a gain of 40% in positive responses at the end of the training period (Appendix C).

Figure 1

CHECKLIST Ia AND Ib RESULTS

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The unshaded portion represents the pre-checklist (Ia) results, and the shaded portion represents the post-checklist (Ib) results.

The figure indicates the growth of teachers' knowledge in the area of teaching strategies, organizational management techniques, and materials conducive to preschoolers, when comparing the pre and post-checklists Ia and Ib.

B. Conclusion:

The in-service training program on Child Growth and Development was successfully completed as evidenced by the data results of the assessment tools utilized.

Overall, the results indicated that the participants considered all aspects of the program valuable, especially the field excursions, which provided necessary, practical experience by exposing them to (1) various successful preschool programs; (2) preschoolers working at their appropriate developmental stages, and utilizing appropriate materials; (3) teachers who were able to clarify several uncertainties regarding techniques, and; (4) administrators who ran their programs smoothly, and rarely distracted the teachers from the students.

The in-service training program was credited for having an impetus towards furthering the formal education of three participants; more specifically, two of the teachers decided to enter Master's Degree programs in Early Childhood Education. Additionally, one teacher assistant began a Bachelor's Degree program in Early Childhood Education.

The program increased the participants' desire to get more involved in sessions established by those in

the profession. Four of the five teachers attended the local Early Childhood educator's conference this year. Additionally, several of the participants expressed an interest in attending other inservices covering the topics of "How best to educate preschoolers with a more practical touch, rather than theoretical."

The program was so successful in improving the center that the principal and teachers requested that a similar in-service program be implemented on an ongoing basis, beginning with the next school year.

C. Recommendations:

The writer of this practicum proposes the following four recommendations:

- (1) The training program may even be more productive if it is implemented over a longer period, and more time is given to the practical over the theoretical.
- (2) The training program would be more beneficial to many others if various public preschools around the city would implement it during in-service sessions. .
- (3) Administrators of preschools who are unfamiliar with aspects of Early Childhood Education could gain much knowledge in a

short time span if they were a part of the training program.

- (4) Much of the material utilized in the in-service training program could be placed in an accessible location to establish an on-site Early Childhood Library.

D. Dissemination:

During the next school year, aspects of this practicum's training program will be shared with others in several ways:

- (1) The writer has been asked to implement a similar training program in two other child-parent centers.
- (2) It is planned that portions of this practicum will be utilized during in-service sessions for preschool teacher assistants.
- (3) The writer has hopes to implement selected portions of the practicum during the local Early Childhood Conference.
- (4) Permission has been given to replicate the training program at various preschool sites.

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APPENDICES

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APPENDIX A

TABULATED RESULTS OF NEED ASSESSMENT SURVEY CHILD GROWTH AND DEVELOPMENT

This survey, in the form of a questionnaire, provides information as to the participants' (a) background and (b) interests in a series of in-service workshops in Child Growth and Development.

APPENDIX A

TABULATED RESULTS OF NEED ASSESSMENT SURVEY
CHILD GROWTH AND DEVELOPMENT

(Please read very carefully and correctly respond to each item)

		Totals	
		<u>Numbers</u>	<u>Percentages</u>
1.	Please check current position		
	(a) _____ Teacher	5	62½
	(b) _____ Teacher Assistant	3	38
2.	How many years have you been employed at the Board of Education?		
	(1) _____ 1 to 5 years	0	0
	(2) _____ 5 to 10 years	2	25
	(3) _____ 10 to 15 years	6	75
	(4) _____ 15 or more years	0	0
3.	Which is your highest level of education?		
	(1) _____ 36 hours (Post-Master's hours)	0	0
	(2) _____ Master's	2	25
	(3) _____ Bachelor's	5	62
	(4) _____ Associate	0	0
	(5) _____ High School Diploma	8	100
4.	You hold certificate in:		
	(1) _____ Kindergarten-Primary	2	25
	(2) _____ Kindergarten-Ninth	0	0
	(3) _____ Early Childhood Education (Preschool)	1	13
	(4) _____ Special Education	2	25
	(5) _____ Secondary Education	0	0
	(6) _____ Others	0	0
5.	You have an endorsement in:		
	_____	0	0

6.	How long have you worked in a preschool setting?		
	(1) _____ 1 to 2 years	0	0
	(2) _____ 3 to 5 years	4	50
	(3) _____ 6 to 7 years	0	0
	(4) _____ 7 or more years	4	50

APPENDIX A - Page 2

		<u>Totals</u>	
		<u>Numbers</u>	<u>Percentages</u>
7.	Check the educational level(s) taught before assigned to preschool.		
(1)	_____ Primary (Kindergarten-third)	2	25%
(2)	_____ Intermediate (third-sixth)	0	0
(3)	_____ Junior High (seventh-ninth)	0	0
(4)	_____ Senior High (tenth-ninth)	0	0
(5)	_____ Special Education	2	25
(6)	_____ Others (School)	1	13
8.	Check your knowledge regarding Child Growth and Development in relation to preschoolers.		
(1)	_____ Highly Knowledgeable	0	0
(2)	_____ Moderately Knowledgeable	1	13
(3)	_____ Somewhat Knowledgeable	2	25
(4)	_____ Need More Knowledge	5	50
(5)	_____ No Opinion	0	0
9.	How was that knowledge obtained?		
(1)	_____ A degree program	1	13
(2)	_____ Classes	3	38
(3)	_____ Books, magazines, articles and lectures	6	75
(4)	_____ Inservices	5	62
(5)	_____ Observation	8	100
(6)	_____ Other	0	0
10.	When first placed in a preschool setting, what was your strongest feeling?		
(1)	_____ Confident	0	0
(2)	_____ Secure	1	13
(3)	_____ Bewildered	4	50
(4)	_____ Frustration	4	50
(5)	_____ Other	0	0
11.	Would you desire to be a participant in Child Growth and Development In-service training workshops geared towards three and four year olds?		
(1)	_____ Yes	8	100
(2)	_____ No	0	0

APPENDIX B

TABULATED RESULTS OF IN-SERVICE TRAINING EVALUATION
CHILD GROWTH AND DEVELOPMENT

Please answer the following statements by circling
the response which best matches your opinion.

		Totals	
		Numbers	Percentages
(1)	Were the in-service objectives clearly stated?		
1.	Yes	8	100.0%
2.	No	0	0
(2)	Was any of the information new to you?		
1.	Yes	7	87.5
2.	No	1	12.5
(3)	Did you gain any information that will be useful in your classroom or in your relationship with children?		
1.	Yes	8	100
2.	No	0	0
(4)	What information gained by you was most useful?		

Comparing theories of child development and applying them to classroom.

- (5) This hypothetical situation is to be addressed by the participants: You have been selected as the program director of a Child-Parent Center and requested to submit curriculum goals and objectives. List one goal and three objectives you hope to accomplish in the first year.

2 out of 8 cited goals for the program, but not objectives, and 6 out of 8 cited both goals and objectives.

- (6) Cite the focal point, followed by a one-sentence explanation of each theorists' (Piaget, Skinner, and Erikson) view relative to how the preschoolers learn. Give examples.

Piaget: Cognitive development - preoperational child - children learn through gradually interacting with their environment. Skinner: Behavioral modification - children's knowledge is external and can be obtained through experience and reinforcement. Erikson: Psychosocial view - emphasis on the major crises and effects one goes through because of society's demands.

APPENDIX B - Page 2

	<u>Numbers</u>	<u>Percentages</u>
(7) Were the field trips to various demonstration schools of any value to you?		
1. Yes	8	100.0%
2. No	0	0

(8) If so, how?

I saw the theories in action.

(9) If not, why?

	<u>Numbers</u>	<u>Percentages</u>
(10) Were the films presented during the in-service of any value to you?		
1. Yes	8	100.0%
2. No	0	0

(11) If so, how? Give Title of film.

(12) If not, why?

	<u>Numbers</u>	<u>Percentages</u>
(13) How would you rate the presenters?		
1. Excellent	6	75
2. Good	2	25
3. Fair	0	0
4. Needs Improvement	0	0

APPENDIX B - Page 3

	<u>Numbers</u>	<u>Percentages</u>
(14) Would you recommend this in-service program to others who are working with preschoolers?		
1. Yes	8	100
2. No	0	0
(15) If you could change anything about the in-service, what would you change?		
<u>Increase in-service time period</u>		
(16) How would you rate the in-service program as a whole?		
1. Excellent	7	87.5
2. Good	1	12.5
3. Fair	0	0
4. Needs Improvement	0	0
(17) Has this in-service stimulated interest in child development theories, stages and activities?		
1. Yes	8	100
2. No	0	0

APPENDIX C

TABULATED RESULTS OF
PRE (Ia) AND POST (Ib) CHECKLISTS

	Pre-Checklist				Post-Checklist			
	Yes		No		Yes		No	
	#	%	#	%	#	%	#	%
1. Are materials appropriate for child?	2	40	3	60	2	40	3	60
2. Is there a wide variety of materials, supplies, and equipment for children to work with which accommodates different ages, abilities, and interests?	1	20	4	80	3	60	2	40
3. Are materials available which ensure development of both fine and gross motor skills?	2	40	3	60	3	60	2	40
4. Are materials organized and do they have a definite place so that children know right where to find them and also can put them away immediately after use in the appropriate place?	0	0	5	100	5	100	0	0
5. Are the children free to use the equipment by themselves?	2	40	3	60	4	80	1	20
6. Are many opportunities provided for learning through the senses - feeling, hearing, tasting, smelling and seeing?	0	0	5	100	3	60	2	40

APPENDIX C - Page 2

	Pre-Checklist				Post-Checklist			
	Yes		No		Yes		No	
	#	%	#	%	#	%	#	%
7. Are children free to select many of their own learning activities by using learning centers that are available to them?	2	40	3	50	4	80	1	20
8. Are learning activities geared to the developmental stages of the children?	3	60	2	40	5	100	0	0
9. Are children encouraged to talk to each other, ask questions, and seek their own answers?	2	40	3	60	4	80	1	20
10. Are children given freedom to learn by exploring, discovering, inquiry and experimenting, rather than by being given facts or direct answers to their questions?	0	0	5	100	3	60	2	40
11. Does the teacher make sure that each child succeeds in something each day?	5	100	0	0	5	100	0	0
12. Does teacher offer suggestions in a positive, sincere manner?	2	40	3	60	4	80	1	20

APPENDIX D
TABULATED RESULTS OF
CHECKLIST II:
DEVELOPMENTAL STAGES AND NEEDS

APPENDIX D

TABULATED RESULTS OF
CHECKLIST II:
DEVELOPMENTAL STAGES AND NEEDS

Used to Evaluate Stimulated Activity

	Yes		No	
	#	%	#	%
(1) Did the teacher explain the developmental levels of three-year-olds and cite an example to the parent(s)?	5	100	0	0
(2) Did the teacher mention why free play activities are utilized more during this age?	5	100	0	0
(3) Did the teacher explain to the parent that it is normal for a child of this age to be egocentric?	3	60	2	40
(4) Did the teacher explain the reason behind the running, hopping, skipping and riding of tricycles?	5	100	0	0
(5) Did the teacher explain why a child of this age isn't expected to sit and participate in kindergarten-like skills?	5	100	0	0
(6) Did the teacher explain the importance of language development at this age?	5	100	0	0
(7) Did the teacher explain the importance of such activities as stringing beads, building with small blocks, sand, water table, and puzzles to children of this age?	4	80	1	20
(8) Did the teacher explain the importance of security, routine, permanence, and love to a preschool child?	4	80	1	20
(9) Did the teacher listen attentively to parent(s)'s questions, responses and concerns?	5	100	0	0
(10) Did the teacher respect the parent(s)'s role as primary educator of his/her child?	5	100	0	0

APPENDIX E
 Tabulated Results of Questionnaire II:
 In-service Training Individual Session Evaluation

<u>Workshops</u>	<u>Poor</u>		<u>Fair</u>		<u>Good</u>		<u>Excellent</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%	#	%
Skinner	-		2	25%	1	13%	5	62%	8	100%
Gesell	-		-		3	38	5	62	-	
Piaget	-		-		-	-	8	100	-	
Panel Discussion	-		-		-	-	8	100	-	
Erikson	-		-		-	-	8	100	-	
Montessori	-		-		-	-	8	100	-	
Field Trip #1 (Local University)	-		-		-	-	8	100	-	
Field Trip #2 (Local Montessori)	-		-		-	-	8	100	-	
Field Trip #3 (Local Child-Parent Center)	-		-		-	-	8	100	-	
Developmental Profile Stops and needs of Preschoolers	-		-		-	-	8	100	-	
Materials/Activities Suitable for Preschoolers	-		-		-	-	8	100	-	

Respondents Evaluation of Material Appropriateness

Questionnaire II N-8

<u>Workshops</u>	Yes		No		Total	
	#	%	#	%	#	%
Skinner	5	63%	3	36%	8	100%
Gesell	8	100	-	-	8	100
Piaget	8	100	-	-	8	100
Panel	8	100	-	-	8	100
Erikson	8	100	-	-	8	100
Montessori	-	-	-	-	-	-
Field Trip #1	8	100	-	-	8	100
Field Trip #2	8	100	-	-	8	100
Field Trip #3	8	100	-	-	8	100
Developmental States	6	75	2	25	8	100
Age-Appropriate Materials	8	100	2	25	8	100
Activities	7	88	1	12	8	100

Respondents Evaluation of the Goals and Objectives

Questionnaire II N-8

<u>Workshops</u>	<u>YES</u>		<u>NO</u>	
	<u>Numbers</u>	<u>Percentages</u>	<u>Numbers</u>	<u>Percentages</u>
Skinner	5	94%	3	36%
Gesell	8	100	-	-
Panel	8	100	-	-
Piaget	8	100	-	-
Erikson	8	100	-	-
Montessori	8	100	-	-
Field Trip #1	8	100	-	-
Field Trip #2	8	100	-	-
Field Trip #3	8	100	-	-
Developmental Stages	6	75	2	25
Age-Appropriate Materials	8	100	-	-
Activities	6	75	2	25

Respondents Evaluation of
the Speaker's Preparation and Presentation

Questionnaire II N-8

<u>Workshops</u>	<u>Poor</u>		<u>Fair</u>		<u>Good</u>		<u>Excellent</u>	
	#	%	#	%	#	%	#	%
Skinner	-		2	25%	1	13%	5	62%
Gesell	-		-		3	38	5	62
Piaget	-		-		-	-	8	100
Erikson	-		-		-	-	8	100
Field Trip #1	-		-		-	-	8	100
Field Trip #2	-		-		-	-	8	100
Field Trip #3	-		-		-	-	8	100
Developmental Stages	-		-		-	-	8	100
Age-Appropriate	-		-		-	-	8	100
Materials	-		-		-	-	8	100
Activities	-		-		-	-	8	100

APPENDIX F

CALENDAR PLAN FOR ACTION:

The calendar below outlines the time plan for designing, implementing, and evaluating aspects of the training program (workshops, field trips, and on-site visitations).

1. Pre-planning - October and November, 1984
 - a. Met with head teacher and principal to discuss and schedule the in-service training program.
 - b. Developed a needs assessment instrument in the form of a survey (Needs Assessment Survey - Child Growth and Development).
 - c. Developed in-service training program evaluation forms to be utilized after each workshop and field trip (Inservice Training Program Evaluation).
 - d. Reviewed sources and found a checklist appropriate for evaluating the physical organization of the classrooms and age-appropriate materials (Good Learning Environment, Day, 1975).
 - e. Developed an evaluational form designed to yield information relative to (a)

knowledge gained from in-service, (2) objectives clearly stated, (3) overall impressions of and recommendations for training programs, and (4) possibility for further implementation of training programs.

- f. Met with head teacher and principal to present and get appraisal for instruments.
- g. Met with the child-parent center staff to administer Needs Assessment Survey.
- h. Evaluated results of Needs Assessment Survey in order to determine some appropriate topics for the in-service training program.
- i. Met with administrators to discuss results of the survey and tentative plans for training programs.
- j. Met with staff on three occasions to determine (1) topics to be covered by the training program, (2) prioritization of topics relative to time and budget constraints, and (3) goals and objectives of each session.

2. Implementation - May through September, 1985

a. Session I (Workshop)

- 1) Date and Time: May 24, 1985,
8:30 - 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at the child-parent
center.
- 3) Topic: Introduction of the
In-service Training Program, which
included a discussion of the
overview, goals, and objectives for
the program.

b. Session II (Workshop)

- 1) Date and Time: June 7, 1985; 8:30
- 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at the child-parent
center.
- 3) Topic: B. F. Skinner's Behavioral
Theory of Operant Conditioning, relative
to preschoolers' cognitive development.
- 4) Evaluation of session

c. Session III (Workshop)

- 1) Date and Time: June 21, 1985; 8:30
- 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at the child-parent
center.
- 3) Topic: Gesell's Motivation Theory,
relative to how preschoolers learn
with emphasis on age-appropriate
subjects and strategies.
- 4) Evaluation of session.

d. Session IV (Workshop)

- 1) Date and Time: July 5, 1985; 8:30
- 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at the child-parent
center.
- 3) Topic: Film and discussion of
Piaget's view on "Cognitive
Development" by McGraw-Hill. The
film introduced Piaget's view of
cognitive development in comparison
with other theories. Discussion
led by guest lecturer.

- 4) Evaluation of session.

e. Session V (Workshop)

- 1) Date and Time: July 24, 1985; 8:30
- 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at the child-parent
center.
- 3) Topic: Panel discussion/review of
theories which had been covered.
- 4) Evaluation of session.

f. Session VI (Workshop)

- 1) Date and Time: August 2, 1985;
8:30 - 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at child-parent
center.
- 3) Topic: Film and discussion of
Erikson's Psychosocial Theory,
relative to how preschoolers learn.
The film was entitled, "Everybody
Rides The Carousel," by John Hobley.
The film introduced Erikson's eight
stages of life in animated form.
Discussion followed.

- 4) Evaluation of session.

g. Session VII (Workshop)

- 1) Date and Time: August 12, 1985;
8:30 - 10:00 a. m.
- 2) Place: Group met in parent/teacher conference room at child-parent center.
- 3) Topic: Film and discussion of Marie Montessori's view on cognitive development relative to preschoolers learn. The film was entitled, "Montessori: An Introduction for Parents," by David Peeler Productions. The film gave an introductional view of the Montessori philosophy, as well as the materials utilized. Discussion followed.

- 4) Evaluation of session.

h. Session VIII (Field Trip)

- 1) Date and time: August 9, 1985;
9:00 a. m. - 12:00 noon.
- 2) Place: Group visited a large urban university's preschool program.

3) Purpose: To provide firsthand exposure to a Piagetian approach to preschool.

4) Evaluation of the session.

i. Session IX (Field Trip)

1) Date and Time: August 16, 1985;
9:00 a. m. - 12:00 noon.

2) Place: Group visited a local Montessori preschool program.

3) Purpose: To provide firsthand exposure to a Montessori approach to preschool.

4) Evaluation of the session.

j. Session X (Field Trip)

1) Date and Time: September 3, 1985;
9:00 a. m. - 12:00 noon.

2) Place: Group visited a progressive child-parent center preschool program.

3) Purpose: To provide staff with the exposure to the functioning, organizational management, and teaching techniques utilized in another child-parent center.

- 4) Evaluation of the session.

k. Session XI (Workshop)

- 1) Date and Time: September 13, 1985;
8:30 - 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at the child-parent
center.
- 3) Topic: Developmental Stages and
Needs of Preschoolers, presented by
a local college Early Childhood
professor.

- 4) Evaluation of the session.

1. Session XII (Workshop)

- 1) Date and Time: September 18, 1985;
8:30 - 10:00 a. m.
- 2) Place: Group met in parent/teacher
conference room at the child-parent
center.
- 3) Topic: Activities Suitable for
Preschoolers, presented by an Early
Childhood specialist.
- 4) Evaluation of the session.

m. Session XIII (On-site Visitations)

- 1) Date and Time: September 23, 1985;
9:00 - 9:45 a. m.
- 2) Place: Met with each teacher in
her classroom setting.
- 3) Purpose: To observe how much of
the information shared and gleaned
by the participants were actually
utilized in the classroom.
- 4) Evaluation of the session.

n. Session XIV (Awards and Wrap-up Session)

- 1) Date and Time: September 27, 1985;
8:30 - 10:00 a. m.
- 2) Place: Met with each teacher in
her classroom setting.
- 3) Purpose: To present certificates
for program participation.
- 4) Evaluation of total in-service
training program (Appendix B). D.